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ABSTRACT

This report presents a summary of the major findings of a 1974 survey designed to indicate the post-high school activity plans of Oregon high school seniors. Approximately 26,500 questionnaires were completed by seniors in the 1974 graduating classes in public and private high schools in the state, representing a sample of 80 percent of the projected graduates. Results indicated: (1) The proportion of 1974 graduates expecting to attend school and work at the same time increased from the 1973 level, while the number who expect to attend school exclusively decreased from the 1973 level. (2) A comparison of the school expectation of seniors indicating work and school and those indicating school only confirmed that the work and school group is most likely to attend community colleges or proprietary schools. (3) The percentage of students expecting to attend Oregon insitutions has remained fairly stable over a 3-year period, but there has been a significant drop in the number of students expecting to attend out-of-state institutions. (MJM)

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OREGON

Educational Coordinating Council

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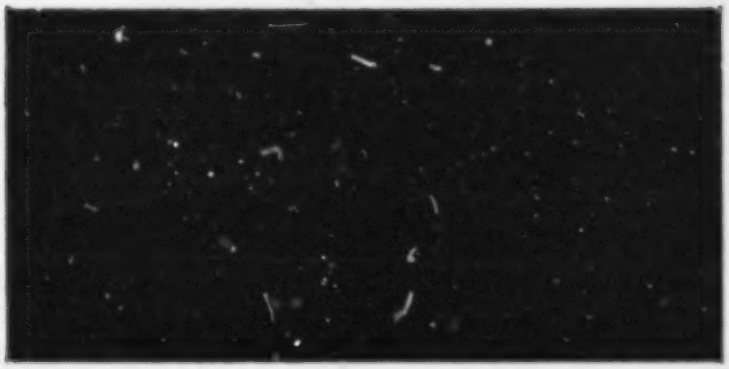

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An Informational Report of the:

Educational Coordinating Council

4263 Commercial Street S.E.

Salem, Oregon 97310

ECC: 8-74

CLASS OF 1974 POST-
HIGH SCHOOL PLANS SURVEY

PREPARED BY

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FEBRUARY 1974

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CLASS OF 1974 POST-HIGH SCHOOL PLANS SURVEY

The Post-High School Plans Survey is conducted annually by the Office of High School Relations of the State System of Higher Education and the Educational Coordinating Council. The survey is distributed to high school seniors in all public and private high schools in the State each fall, and the completed questionnaires are returned directly to the Council for processing. Approximately 26,500 questionnaires were completed by seniors in the 1974 graduating class, representing a sample of 80 percent of the projected graduates.

This report presents a summary of the major findings of the 1974 survey. Particular emphasis is placed on trends in student attitudes which emerge from a comparison of the 1972, 1973, and 1974 surveys. A number of tables showing detailed results of the 1974 survey are provided in Appendix A. The questionnaire is included as Appendix B. The Council staff also maintains the ability to provide detailed analyses of the data obtained in the 1974 survey on individual institutions, agencies or geographical areas.

Summary of Major Findings

Analysis of the 1974 data indicates that the post-high school activity plans of Oregon high school seniors are very similar to those of the class of 1973. The only significant shift which does appear in Table I

TABLE I

EXPECTED POST-HIGH SCHOOL ACTIVITY
OF OREGON HIGH SCHOOL SENIORS

	1972	1973	1974
Activity	%	%	%
Work	24.1	23.1	23.3
School	46.1	40.2	38.1
Work and School	18.7	23.6	26.5
Homemaking and School	1.9	1.5	1.2
Military	4.5	4.0	4.0
Homemaking	3.1	1.8	1.8
Other	1.6	5.9	5.3
	100.0	100.0	100.0

is in the number of students indicating a desire to attend school on a full-time basis. The proportion of 1974 graduates expecting to attend school and work at the same time increases from 23.6 percent to 26.5 percent, while the number who expect to attend school exclusively decreases to 38.1 percent from the 1973 level of 40.2 percent. This shift is a continuation of the trend noted in a comparison of the 1972 and 1973 surveys. This shift could result in changes in student institutional choices since the scheduling in community colleges is usually more suited to working students than it is in most traditional public and private four-year institutions. The increase in students planning to work and

attend school concurrently may have the effect of shifting some enrollment from four-year institutions to community colleges.

A comparison of the school expectation of seniors indicating "work and school" and those indicating "school only" confirms that the "work and school" group is more likely to attend community colleges or proprietary schools than is the "school only" group.

TABLE II

EXPECTED TYPE OF POSTSECONDARY INSTITUTION
OF 1974 OREGON HIGH SCHOOL SENIORS
INDICATING "WORK" AND "WORK AND SCHOOL"

	School	School and Work
Expected School	%	%
State System of Higher Education	51.3	28.6
Community Colleges	18.6	44.0
Independent Colleges	7.7	3.8
Proprietary Schools	2.9	6.7
Out-of-State Schools	5.0	2.4
Undecided	14.5	14.5
TOTAL	100.0	100.0

It is interesting to note that the percentage of undecided students in each of the two activity choice groups is identical. This would seem to indicate that a student's preference for full-time or part-time school is not a major factor in causing him to be undecided as to school choice.

An analysis of the school attendance expectation for the entire sample of 1974 seniors does not indicate an increase in the percentage of students indicating that they expect to attend community colleges, but some other interesting trends do emerge.

TABLE III

EXPECTED TYPE OF POST-HIGH SCHOOL
INSTITUTION OF 1974 HIGH SCHOOL GRADUATES

	1972	1973	1974
Type of School	%	%	%
State System of Higher Ecucation	42.8	38.1	39.7
Community Colleges	31.4	31.2	30.5
Independent Colleges	6.6	5.3	5.6
Proprietary Schools	6.8	6.9	5.5
Out-of-State Schools	12.5	8.7	3.9
Undecided	1.0	9.7	14.9
	100.0	100.0	100.0

It can be seen that the percentage of students expecting to attend Oregon institutions has remained fairly stable over the three-year period, but there has been a significant drop in the number of students expecting to attend out-of-state institutions. During this same period, the percentage of students indicating that they were undecided as to school choice has increased from less than 1 percent to almost 15 percent. This growth in the pool of undecided high school seniors makes it much more

difficult to predict the number of Oregon seniors who will attend each type of institution than in previous years. It does seem reasonable to assume that these undecided students will probably be more likely to attend Oregon institutions than to attend out-of-state schools since the need to apply early to these out-of-state schools makes it necessary for students to make up their minds at a much earlier date than students who will attend Oregon schools.

An analysis of the responses of minority students included in the survey indicates some interesting differences between members of minority groups and the total sample as well as differences between seniors in the various minority groups. The post-high school activity plans of 1974 high school seniors shown in Table IV (pg. 6) indicate significant differences between the major racial/ethnic groups.

It can be seen that the percentages of both Oriental and Black high school seniors indicating "school only" are higher than for the total sample, and much higher than those of other minority groups. The percentages of Black and Oriental students expecting to work after graduation are correspondingly lower than either the total sample or other minority groups. The proportion of American Indian students indicating "work" or "military" as a first preference is higher than for any other group, and Chicano students also follow this pattern to a lesser extent.

The school expectations of minority group high school seniors also differ significantly from the average of all seniors as shown in Table V. It can be seen that seniors of all minority groups except American Indians are more likely to indicate State System of Higher Education

TABLE IV

EXPECTED ACTIVITY OF 1974 OREGON HIGH SCHOOL SENIORS BY ETHNIC GROUP

	American Indian	Black	Chicano	Oriental	White	Other	No Answer	Total
Expected Activity	%	%	%	%	%	%	%	%
Work	36.1	14.1	31.8	13.0	23.1	22.2	25.6	23.2
School	29.2	41.8	29.2	55.2	38.5	35.0	32.6	38.2
Military	9.6	4.9	5.6	3.8	4.0	3.4	3.5	4.0
Homemaking	4.1	0	2.1	1.3	1.6	1.5	1.1	1.6
School and Homemaking	0.5	1.6	1.5	1.3	1.2	0.6	0.8	1.2
School and Work	15.5	31.5	23.6	22.2	26.8	23.9	24.6	26.5
Other	5.0	6.0	6.2	3.3	4.8	13.3	11.8	5.2
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V

EXPECTED POST-HIGH SCHOOL INSTITUTION OF
1974 OREGON HIGH SCHOOL GRADUATES BY ETHNIC GROUPS

	American Indian	Black	Chicano	Oriental	White	Other	No Answer	Total
Type of Institution	%	%	%	%	%	%	%	%
State System of Higher Education	35.4	46.1	41.5	56.2	39.3	48.4	41.2	39.7
Community Colleges	27.3	13.0	27.7	21.3	30.9	27.6	27.7	30.5
Independent Colleges	2.0	8.7	5.3	2.4	5.6	6.3	7.5	5.6
Proprietary Schools	14.1	7.8	4.3	3.6	5.5	2.4	2.4	4.6
Out-of-State Schools	7.1	3.5	4.3	2.4	3.9	3.5	4.6	3.9
Undecided	14.1	20.9	17.0	14.2	14.9	11.8	14.5	14.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

institutions as their expected school than the average senior, and the percentage of students in all minority groups expecting to attend community colleges is less than that of the total sample. The percentages of American Indian and Black students expecting to attend proprietary schools are higher than for the average student, while Chicano and Oriental students are less likely to attend private vocational schools. The percentage of seniors expecting to attend Oregon independent colleges is higher than average among Black students and lower than average among American Indian and Oriental seniors.

Some slight differences between minority group seniors and the total sample and among the various minority groups can also be noted with respect to the reasons cited for choosing individual schools and the reasons cited for attending a postsecondary institution. These differences are shown in Tables A.7 and A.9 in Appendix A which indicate that the factors motivating minority group students who plan to pursue postsecondary training are generally the same as those influencing white students. The slight differences which can be noted can probably be explained by cultural, economic and social factors which are beyond the scope of this survey.

With respect to post high school activity plans and school expectations, the above analysis seems to indicate that minority group seniors fall into two general categories. The expectations of both Oreintal and Black seniors are much more oritented toward post-high school education and training than are those of American Indian and Chicano students. The percentage of Black and Oriental students who are planning to pursue some type of post-high school education is higher than among White

students, but among American Indian and Chicano students this percentage is lower than for White seniors. There are a number of possible explanations for the differences between the racial/cultural groups identified in this survey. The Post-High School Plans Survey itself does not provide a broad enough data base to establish any one explanation, but the data certainly does establish the need for further study of the factors influencing the post-high school plans of both American Indian and Chicano students to determine if the lower level of post-high school educational expectations of these students is due to systematic discrimination and exclusion within the educational system or to more general economic, cultural, and social factors which are beyond the scope of schools and educators to deal with unilaterally.

In summary, the results of the 1974 Post-High School Plans Survey reflect a fairly stable pattern. It would appear that Oregon postsecondary institutions will enroll at least the same proportion of the 1974 high school class as they have in the last two years. The shift of student expectations away from out-of-state schools, coupled with the increase in undecided students would seem to indicate that Oregon institutions may be faced with increased demand from Oregon residents in the fall of 1974 if a significant portion of these undecided students actually attend in-state institutions. Since no data is available which would indicate if the expectations of high school seniors in other states are following a similar pattern, it is impossible to predict if out-of-state enrollment in Oregon institutions will remain stable next year. If the trend toward staying in-state to attend school, noted among Oregon seniors,

does extend beyond Oregon, the potential increases in Oregon resident enrollment for 1974 may be offset by corresponding decreases in non-resident enrollments.

APPENDIX A

(TABLES A.1 THROUGH A.9)

RESULTS OF THE SURVEY OF
1974 HIGH SCHOOL SENIORS

TABLE A.1

EXPECTED ACTIVITY OF 1974 OREGON
HIGH SCHOOL SENIORS BY SEX

	Male	Female
Expected Activity	%	%
Work	25.9	20.7
School	38.2	38.1
Military	6.3	1.8
Homemaking	0	3.1
School and Homemaking	0.1	2.3
School and Work	24.1	29.0
Other	5.5	5.1
	100.0	100.0

TABLE A.2

EXPECTED ACTIVITY OF 1974 OREGON HIGH SCHOOL SENIORS BY INVOLVEMENT IN CAREER CLUSTER PROGRAM

	Career Cluster Involvement			
	Enrolled	Not Enrolled	Don't Know	Total
Expected Activity	%	%	%	%
Work	27.2	19.3	25.4	23.4
School	31.0	45.5	33.7	38.0
Military	4.6	3.4	4.5	4.1
Homemaking	1.3	1.7	1.9	1.6
Homemaking and School	1.3	1.1	1.2	1.2
Work and School	29.2	24.3	26.8	26.5
Other	5.4	4.7	6.4	5.3
	100.0	100.0	100.0	100.0

TABLE A.3

EXPECTED POST-HIGH SCHOOL INSTITUTION OF 1974 OREGON HIGH SCHOOL SENIORS BY SEX

	Male	Female	Total
Type of Institution	%	%	%
State System of Higher Education	43.0	36.7	39.7
Community Colleges	30.9	29.9	30.4
Independent Colleges	4.5	6.6	5.6
Proprietary Schools	2.2	8.6	5.5
Out-of-State Schools	3.6	4.2	3.9
Undecided	15.9	14.0	14.9
	100.0	100.0	100.0

TABLE A.4

EXPECTED TYPE OF POST-HIGH SCHOOL
INSTITUTION OF 1974 OREGON HIGH SCHOOL
SENIORS BY CAREER CLUSTER INVOLVEMENT

	Career Cluster Involvement			
	Enrolled	Not Enrolled	Don't Know	Total
Type of Institution	%	%	%	%
State System of Higher Education	34.6	44.1	38.1	39.7
Community Colleges	37.4	24.8	31.8	30.5
Independent Colleges	4.5	6.5	5.2	5.5
Proprietary Schools	7.1	4.4	5.6	5.5
Out-of-State Schools	3.3	4.7	3.3	3.9
Undecided	13.2	15.5	16.0	14.8
	100.0	100.0	100.0	100.0

TABLE A.5

EXPECTED POSTSECONDARY PROGRAM OF
1974 OREGON HIGH SCHOOL SENIORS BY SEX

	Male	Female	Total
Postsecondary Program	%	%	%
Agriculture & Natural Resources	12.7	2.0	7.2
Architecture & Environmental Design	4.7	0.8	2.7
Area Studies	0	0	0
Biological Sciences	3.7	1.9	2.8
Business & Management	7.6	7.6	7.6
Communications	2.9	1.7	2.3
Computer & Information Science	1.6	2.1	1.9
Education	5.5	10.2	7.9
Engineering	4.1	0.2	2.1
Fine & Applied Arts	2.7	5.4	4.1
Foreign Languages	0.3	1.8	1.1
Health Professions	7.6	20.5	14.2
Home Economics	0.2	4.0	2.2
Law	7.5	2.8	5.1
Letters	0.6	1.2	0.9
Library Science	0	0.3	0.2
Mathematics	1.6	0.9	1.2
Military Science	0.9	0.1	0.5
Physical Science	1.6	0.5	1.0
Psychology	1.3	2.8	2.1
Public Affairs & Services	0.7	4.3	2.6
Social Science	2.4	2.0	2.2
Theology	1.7	1.8	1.7
Interdisciplinary Studies	2.6	3.5	3.1
Business Technology	0.2	10.1	5.3
Health Technology	1.2	4.7	3.0
Mechanical Technology	24.0	2.4	13.0
Public Service Technology	0.1	4.1	2.1
	100.0	100.0	100.0

TABLE A.6

REASON FOR CHOOSING SPECIFIC SCHOOL
BY TYPE OF EXPECTED SCHOOL

Reason for Choosing School	State System of Higher Education	Community Colleges	Independent Colleges	Proprietary Schools	Out-of-State Schools	Undecided	Total
	%	%	%	%	%	%	%
Location	21.5	44.6	10.6	11.2	6.8	24.8	27.5
Low Cost	3.0	9.6	1.0	1.0	2.3	5.0	5.0
Short Program	0.8	5.6	1.0	21.2	2.9	3.6	3.6
Part-time Work	1.9	9.5	0.4	6.8	1.6	5.3	4.7
Reputation	45.1	15.2	59.0	30.0	45.0	27.8	34.4
Degree	4.0	1.5	3.6	3.6	2.6	2.6	3.0
Variety	10.2	4.0	3.1	3.4	6.4	9.7	7.3
Parents	2.5	1.9	3.8	2.6	4.8	2.6	2.5
Other	10.8	8.1	17.4	20.2	27.7	18.6	11.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE A.7

REASON FOR CHOOSING POST-HIGH SCHOOL INSTITUTION BY ETHNIC GROUP

	American Indian	Black	Chicano	Oriental	White	Other	No Answer	Total
	%	%	%	%	%	%	%	%
Location	32.3	23.3	35.6	24.6	26.5	26.7	22.4	26.4
Low Cost	1.1	2.2	1.1	9.0	4.7	4.2	7.0	4.7
Short Program	4.3	1.1	4.6	4.5	3.7	2.5	2.2	3.6
Part-time	2.2	3.3	3.4	1.5	4.8	2.5	4.1	4.6
Reputation	24.7	31.1	20.7	32.8	35.1	36.0	34.6	34.9
Degree	0	8.9	4.6	5.2	3.0	1.3	3.1	3.0
Variety	7.5	8.9	8.0	9.7	7.3	3.4	4.6	7.2
Parents	8.6	4.4	4.6	0.7	2.5	3.0	2.6	2.6
Other	19.4	16.7	17.2	11.9	12.5	20.3	19.5	12.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE A.8

MOST IMPORTANT REASON FOR DESIRING
POST-HIGH SCHOOL EDUCATION BY INVOLVEMENT
IN CAREER CLUSTER PROGRAM

	Career Cluster Involvement			
	Enrolled	Not Enrolled	Don't Know	Total
Reason for Desiring	%	%	%	%
To Satisfy My Family	1.5	1.4	1.9	1.5
To Prepare for a Career	84.7	83.9	80.3	83.4
To Become a Better Citizen	0.6	0.8	1.0	0.8
To Become a More Cultured Person	3.5	4.7	4.5	4.2
I Don't Know What Else To Do	2.2	2.0	2.9	2.3
Other	7.6	7.2	9.5	7.8
	100.0	100.0	100.0	100.0

TABLE A.9

REASON FOR DESIRING POSTSECONDARY EDUCATION BY ETHNIC GROUP

	American Indian	Black	Chicano	Oriental	White	Other	No Answer	Total
	%	%	%	%	%	%	%	%
To Satisfy My Family	2.4	1.2	2.9	1.4	1.5	2.2	1.7	1.5
To Prepare for a Career	72.6	85.7	78.4	86.0	84.4	70.5	68.0	83.4
To Become a Better Citizen	3.0	1.9	1.8	1.4	0.7	1.2	2.3	0.8
To Become a More Cultured Person	5.5	4.3	6.4	4.2	4.1	8.7	6.5	4.3
I Don't Know What Else To Do	6.1	1.9	2.9	1.4	2.1	2.0	4.0	2.2
Other	10.4	5.0	7.6	5.6	7.2	15.3	17.5	7.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

APPENDIX B

Class of 1974 Post High School Plans

Your responses to the following questions will be used for educational planning in Oregon. The survey is conducted each year by the Office of High School Relations of the Oregon State System of Higher Education in cooperation with the Educational Coordinating Council.

You are encouraged to use questions 9 and 10 to request information about schools, colleges and universities in Oregon.

Name ..... (10-35)

☐☐☐ ☐☐ ☐☐☐☐ Social Security Number (1-9)

Address ..... (36-55) City ..... (56-66) Zip ☐☐☐☐☐ (67-71)

High School .....

Male ☐ (1)

Female ☐ (5)

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(76)

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(10) 1. Please circle the number of the answer below which best describes the cultural group to which you belong.

1. American Indian
2. Black
3. Mexican-American/Chicano/Other Spanish-Speaking American
4. Oriental-American
5. White
6. Other (specify) .....
7. I prefer to not answer the question

(11) 2. Please circle the number below which comes closest to what you expect to be doing in the fall following your graduation. (Do not include summer work.)

1. Work
2. School or college
3. Military
4. Homemaking
5. School and homemaking
6. School and work
7. Other (specify) .....

(12) 3. If your first choice activity in question #2 does not involve additional school or college, please circle the number of the answer below that best describes your reason for making this choice.

1. I expect to enter the military
2. I have enough education for what I want to do
3. I can't afford to go to school
4. My grades are too low to go to school
5. I am tired of going to school
6. Other (specify) .....

(13) 4. Are you enrolled in or have you completed a career cluster or one or more Vocational-Technical courses while in high school? (circle appropriate number)

1. Yes
2. No
3. Don't know

(14) 5. Please circle the number in front of the kind of information most needed by you now in making plans for your future:

1. Job outlook information
2. Detailed information about specific careers
3. Information about specific educational programs
4. Information about specific schools
5. Financial aid information
6. Other (specify) .....

(15) 6. If you plan to attend school or college next year or any time in the future, please circle the number of the answer below that best describes your reason for desiring additional schooling.

1. To satisfy my family
2. To prepare for a career
3. To become a better citizen
4. To become a more cultured person
5. I don't know what else to do
6. Other (specify) .....

(16-17) 7. If you plan to attend school or college next year, circle the *one* program below which most closely describes your field of interest.

01. Agriculture
02. Architecture
03. Automotive Technology
04. Aviation
05. Beauty or Barbering
06. Biological Science
07. Business and Marketing
08. Communications
09. Computers and Data Processing
10. Dentistry
11. Economics
12. Education
13. Electronics
14. English and Literature
15. Engineering
16. Engineering Technology
17. Environmental Science
18. Ethnic Studies
19. Fine and Applied Arts
20. Forestry
21. General Studies
22. Geography
23. History and Culture
24. Home Economics
25. Journalism
26. Languages
27. Law
28. Liberal Arts
29. Library Science
30. Mathematics
31. Medicine
32. Medical Technology
33. Military Science
34. Nursing
35. Office Occupations
36. Philosophy
37. Physical Education
38. Physical Science
39. Physical Therapy
40. Political Science
41. Psychology
42. Religion
43. Social Work
44. Sociology
45. Trade and Vocational
46. Veterinary Medicine
47. Undecided

8. If you plan to attend school or college next year, please check the box to the right of the institution you expect to attend on the list below. *Please check only one institution or type of institution.*

(18-19)

OREGON STATE SYSTEM OF HIGHER EDUCATION

01. Eastern Oregon State College ☐
02. Oregon College of Education ☐
03. Oregon Institute of Technology ☐
04. Oregon State University ☐
05. Portland State University ☐
06. Southern Oregon College ☐
07. University of Oregon ☐
08. State college, or university, *undecided* ☐

OREGON INDEPENDENT COLLEGES AND UNIVERSITIES

23. Columbia Christian College ☐
24. Concordia College ☐
25. George Fox College ☐
26. Good Samaritan School of Nursing ☐
27. Judson Baptist College ☐
28. Lewis and Clark College ☐
29. Linfield College ☐
30. Marylhurst College ☐
31. Mount Angel College ☐
32. Mount Angel Seminary ☐
33. Museum Art School ☐
34. Multnomah School of the Bible ☐
35. Northwest Christian College ☐
36. Pacific University ☐
37. Reed College ☐
38. University of Portland ☐
39. Warner Pacific ☐
40. Western Baptist College ☐
41. Willamette University ☐
42. Independent College, *undecided* ☐

OUT-OF-STATE COLLEGES

62. Out-of-State, public
63. Out-of-State, private
64. Out-of-State, *undecided*

OREGON COMMUNITY COLLEGES

09. Blue Mountain ☐
10. Central Oregon ☐
11. Chemeketa ☐
12. Clackamas ☐
13. Clatsop ☐
14. Lane ☐
15. Linn-Benton ☐
16. Mt. Hood ☐
17. Portland ☐
18. Rogue ☐
19. Southwestern Oregon ☐
20. Treasure Valley ☐
21. Umpqua ☐
22. Community college, *undecided* ☐

OREGON PRIVATE VOCATIONAL SCHOOLS

43. Art ☐
44. Barbering ☐
45. Beauty ☐
46. Business ☐
47. Commercial Driver Training ☐
48. Fashion Design ☐
49. Flight ☐
50. Floral Design ☐
51. Medical Services ☐
52. Modeling ☐
53. Pet Grooming ☐
54. Printing ☐
55. Real Estate ☐
56. Retailing ☐
57. Sales ☐
58. Self Improvement ☐
59. Tax Service ☐
60. Trade and Technical ☐
61. Private vocational schools, *undecided* ☐

(20-23) 9. If you wish to receive information from any of the schools above, please circle the number of the school(s). Please limit your choice to two schools.

(24) **10. ☐ The office of High School Relations has prepared a booklet called *IT'S YOUR DECISION* which contains information to assist you in thinking about education beyond high school. It also contains information about all the public colleges of Oregon. Check the box at the left if you would like a free copy mailed to your home.**

(25) 11. If you *checked* a school on the list above, please circle below the number of the most important reason for your choosing this school.

1. The school is conveniently located
2. The school has low tuition and living expenses
3. The program can be completed in a short time
4. The school allows me to work part-time
5. The school has a good reputation in my field of interest
6. The school offers a recognized degree or certificate
7. The school has a wide variety of courses
8. My parents would like me to attend this school
9. Other (specify) .....